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ABSTRACT

Papers presented at the fourteenth Annual Conference of the Alliance for Invitational Education are (1) "Caring, Sharing, Daring: Three Tests to Help Develop More Inviting Policies, Programmes, and Procedures" (M. Ayers); (2) "Project: Gentlemen on the Move - Combating the Poor Academic and Social Performance of African American Male Youth" (D. F. Bailey); (3) "Disabled or Disinvited? Adjustment to Disability" (J. B. Brooks); (4) "You Can't Build Tomorrow's Safe Schools with Yesterday's Blueprints: Changing Educational Paradigms" (M. Cain); (5) "Creating Joy and Abundance in Our Schools from the Inside Out" (R. B. Carpenter); (6) "Enhancing Conflict Resolution Through Personal Power Styles" (S. J. Cowher); (7) "Changing the Elementary School Climate Through a School-Wide Approach" (V. Devine, S. Dowell, D. Hunt, A. Reynolds); (8) "Using Invitational Education in a Residential Treatment Center: A Model for Creating Schools without Fear" (D. C. Gilcher, J. L. Sila); (9) "Schools without Fear Must Be Cognizant of the Learning Preference of Native American Children" (W. J. Jones, C. J. Arceneaux); (10) "Authentic Assessment of Invitational Education at the College Level" (K. G. Kirkpatrick, E. E. Moore); (11) "Productive Students, Constructive Discipline: An Inviting Approach to the High Management Classroom" (S. A. Kurtts); (12) "Physical Interventions: The Last Resort!" (G. Matthews); (13) "Murder Disrupts a School's Tradition of Excellence: Steps Taken to Return to a School without Fear" (G. Nicholson, L. Wooten); (14) "Neurophilosophers Describe Aesthetics and Insights into Moral Development, Violence and Cultural Evolution" (J. V. O'Sullivan); (15) "The Dynamics of Collaborative Teaching" (D. C. Perritt); (16) "Rapid Response: Invitational Education on the Internet" (P. S. Riner, D. Shaw); (17) "Inviting Friendship: An Antidote to Conflict" (J. J. Schmidt); (18) "Singing in the Rain: Looking at the Bright Side of Education" (H. A. Smith); (19) "Sneads Elementary School: An Inviting Place, A School without Fear" (S. Tucker). Papers are published in brief form without appendixes. (EMK)

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PROCEEDINGS

Fourteenth Annual Conference

International Alliance for Invitational Education

Schools Without Fear

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Co-Director's Message

By every measure, our 14th Annual International Alliance for Invitational Education Conference was a smashing success. It was the largest, best organized, and most enthusiastic conference our Alliance has ever presented.

The success of the 14th Annual Conference is attributed to the months of hard work and dedication by the Virginia Beach Public Schools and the inspiring leadership of Jerry Deviney, Principal of Ocean Lakes High School, Virginia Beach, Virginia, who served as Conference Director. Many, many thanks.

Thanks now, to Adrianna H. Francis, Eastern Kentucky University, who graciously agreed once again to collect and publish the Conference Proceedings. As you read these papers you will savor the vitality and richness of the dozens of programs that delighted our 350 conference attendees.

Finally, a special thanks is extended to the presenters who offered these programs and who support the Alliance in so many ways. You were the heart of the Conference, and you are leaders in Invitational Education. With your continued support we will sail upward, toward the sunlight of inviting schools.

Best wishes,

William Watson Purkey, Professor
University of North Carolina-Greensboro

Editor's Message

This is the second effort of the Alliance to provide participants of the annual conference an opportunity to share their presentations with the membership, and we would like to express our appreciation to all who submitted papers. Additionally, we thank Judy Young, layout artist, for her computer skills and willingness to go beyond the call of duty to meet deadlines.

In an effort to conserve space, it was necessary to make minor editorial changes and to eliminate appendices or questionnaires which accompanied the papers. No attempt was made to organize papers according to similar content. They appear alphabetically by writer.

Best wishes for continued personal and professional success.

Adrianna Hayes Francis, Professor
Eastern Kentucky University

Caring...Sharing...Daring:
Three Tests to Help Develop More Inviting Policies, Programmes and Procedures

Merv Ayers, Principal
Highbury Primary School
Palmerston North
New Zealand

Educators typically try to make a difference in student behaviour in at least three ways:

1. By focusing on procedures for control within the school environment.

> "The only way a staff can impact a problem is by taking responsibility for those factors over which they have control." (Axworthy, 1989)

When we establish school procedures that reward appropriate behaviour and discourage or correct inappropriate behavior, we will at least have some success at controlling that behaviour whilst students are physically at school. Some students might transfer that control of behaviour to other public "school-like" situations, and even beyond those on occasions. Such transfer should be considered as "bonuses." Australian and New Zealand educators are finding the work of Patrice Cooke (1996) thought provoking as she sets up detailed strategies for the control of groups of behaviours among troublesome students.

2. By implementing programmes that focus on personal or social needs in systematic ways.

Self-Esteem programmes, programmes that develop hopefulness and optimism, DARE or similar programmes, and HIPPY or Head-Start programmes that turn families towards education are examples of these.

3. By creating a positive school environment, atmosphere, or culture.

For those educators who embrace the principles of invitational education that indicates an *inviting* school, a school that is trying to be more and more intentionally inviting in all that it does.

Teachers can make a difference if they want to, by applying the five principles of Invitational Education to school policies, procedures and programmes. For these principles to influence all that is done in an inviting school, they need to be kept in mind when planning or evaluating any programme or procedure. There is a need for some form of simple test or tests of the extent to which programmes and procedures are "inviting." Such tests need to be easy to remember and able to be applied to a variety of situations. The tests described here are currently being used at Highbury School, Palmerston North, New Zealand, and arose out of an attempt to summarise the inviting approach for new staff members at the school.

The First Test

In this policy, procedure or programme are we caring for the right people in the right way?

Caring the Right Way ...

This kind of caring is both personal and professional. It is to do with people and their learning.

In this kind of caring we are to be *intentional*. We have made a rational decision to care, and there is design and planning involved rather than it being allowed to happen by accident. We predict favourable results of this caring in a proactive way, rather than dealing reactively with the problems that emerge from our lack of caring. We are to be committed to caring such that it is displayed in writing, whilst realsing that the manifestations of the caring are subject to on-going review and modification.

In this kind of caring we are to be very *deliberate*, so that our actions are thorough and thoughtful, and so that caring pervades most everything that we do. We are to be pleased and proud to be caring.

In this kind of caring we must be *specific*, so that our caring is manifested in actions, in precise details, step by sequential step. In other

words, not just "warm fuzziness."

The Right People ...

In this caring we need to make sure that all significant people or groups of people are cared for:

- this student, the one standing before you
- the other students, or groups of students, in the school
- this teacher, the one involved with this student before you
- the other teacher(s) of the school
- the other staff of the school (caretaker, cleaners, teacher aides, etc.)
- this parent, the parent of this student before you
- the parents of the other students in the school
- other people in the community

The Second Test

In this policy, procedure or programme are we sharing with the right people in the right ways?

The processes involved in *making decisions*, or in leading, are as important as the product (the decision). It behooves us to share the decision-making when appropriate with the people who have expertise and stake. A knowledge of decision-making techniques and leadership styles is implied. (Caldwell and Spinks, 1988).

Doing *with* has advantages over doing *to*. Several people learning together and achieving mastery is preferable to one person winning the top grade. Several people owning a problem and trying to solve it is often preferable to one person trying to cope alone. Sharing the work, the joys as well as the hard stuff, makes for collegiality and belongingness.

The school in which we work needs to share *information* with the people who need to know, so that significant people have enough information for their assistance to be enlisted, their cooperation obtained, and so that invitations are received and likely to be acted upon. The adventure, the achievements, the *fun* needs to be shared, too.

The Third Test

In this policy, programme or procedure are we daring the right people in the right ways?

Students are responsible for their own learning. They must therefore hang on to the exercising of that responsibility, and we, as educators, are not to presume to take it away from them. Students as learners are to dare to take the consequences of their actions and behaviours as well as their successes and so-called failures (the not-done-yets) to learn from these experiences. They are to be daring enough to accept and take on challenges. As educators we are to provide challenges in learning at an appropriate level. We are to be daring enough to provide exciting experiences for our students, especially hands-on experiences. We are to dare to *learn together*, teachers with students, using interactive situations.

Application

Applying the three tests to Highbury School's behaviour management policies and procedures has revealed the following:

1. Manners, etiquette and other desired behaviour, need to be deliberately and specifically taught and learned pro-actively as a school programme - not just after a student has broken the rules.

2. Expectations need to be very specific, so that all groups in the school know what is expected.

3. Such expectations need to be for both classroom and playground use and referred to constantly and consistently school-wide.

4. Justice does not seem to be regarded as important by most students. They just want the unacceptable behaviour to stop.

The tests are useful in reminding the school

of the right people to include in "invitations" and the right way to invite. There is a need for other schools to use or refine these tests or to develop some other form of self-review.

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Project: Gentlemen on the Move-- Combating the Poor Academic and Social Performance of African American Male Youth

Deryl F. Bailey
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Statistics concerning the challenges confronting African American male youth have resulted in their being labeled as an "endangered species" (Vooris, 1992; Majors & Billson, 1992; Lee, 1992; Jones, 1986). Within a democratic system, education often supplies the impetus for change and improvement in social conditions. However, African American male youths do not seem to respond to the present educational system. Trescott (1990) reports that African Americans represent only 10% of the total school population, yet they comprise 34% of the enrollment in special education classes, 30% of school expulsions list, and only 8% of those identified are enrolled in gifted and talented classes. Furthermore, the African American male student has only a 1 in 12 chance of graduating from college, but a 1 in 4 chance of becoming a dropout statistic before he graduates from high school (Trescott, 1990).

The key to breaking this negative trend for young Black males lies in the educational perimeter, and that perimeter may need to employ different strategies for this population if this trend is to be reversed. Aware of this and the need for positive change, there exists among some educators, community leaders, and even a few school systems the belief that enrichment programs geared toward the special needs of young Black males could reverse their present trend toward failure in the present educational system (Johnson, 1990; Ascher, 1991). Programs which contribute to building a positive self-identity through cultural awareness seem to be most successful; in addition, instilling a sense of purpose and confidence, a healthy balance between individualization and a sense of belonging, and an open door to career possibilities all represent commonalities of successful enrichment programs (Mincy, 1994; Lee, 1994).

Project: Gentlemen on the Move

Project: Gentlemen on the Move represents this type of enrichment program. The reason for its creation and development was to combat the statistics of poor school attendance, poor academic achievement, and increasing numbers of discipline referrals and suspensions for young Black males in that school system. The purpose of *Project: Gentlemen on the Move* is to help young Black male students develop positive self-images through the strengthening of mind, body, soul, and cultural experiences. This strengthening is accomplished by facilitating an understanding and appreciation of the struggles and achievements of African American men past and present. In addition, achievement will be developed by motivation, fostering positive African American male images, and understanding the importance of a sound education and its role in their preservation. Enhancing the self-worth of members should reflect in improved attendance and academic performance, a decline in discipline referrals and suspensions, improved social skills, and an increase in community contributions (Bailey, 1990).

The group met weekly after school,

occasionally on the weekends for certain activities, and for week-long activities during either spring break or summer vacation. The content of these meetings was to fulfill one or more of the measurable program objectives. The program objectives included (a) helping members set educational goals maximizing their potential, (b) helping members set personal/social goals allowing them to contribute to their community, (c) helping members develop self-respect, (d) providing opportunities for developing positive relationships with others, (e) highlighting educational opportunities, (f) providing opportunities for members to participate in positive group experiences through cultural exchanges and recreational activities which will foster unity, (g) encouraging physical well being through self-care, (h) fostering positive mental health by supporting individuality, and (i) offering positive images and role models of young Black males to the community.

Project Gentlemen on the Move began in the fall of 1989 and continued until the spring of 1994 with its members ranging from grades 9 to 12. Membership varied from 31 to 16 depending on the year, with up to 7 members belonging for consecutive years. African American male students were recommended to the organization by teachers, guidance counselors, administrators, and parents, as well as on a volunteer basis. Membership depended on attendance to meetings, participation in group activities (especially community service), and group votes. Evaluation methods for the program included progress reports from teachers and administrators, daily discipline and attendance records, and semester/yearly cumulative grade point averages. In addition, letters from community organizations that rated the effectiveness of community service projects became a part of the evaluation process. Generally speaking, the number of B and A grades in academics for group members increased, the number of absences from school decreased, and, in its final two years, no suspensions and only one discipline referral were reported.

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Disabled or Disinvited? Adjustment to Disability

James Byron Brooks
East Carolina University

As new medical technologies and treatments become more available, a greater number of our population will live with disabilities. As professional educators and counselors we must be prepared to assist this growing population.

Disability is a challenge. It challenges one's resources, creates opportunity, and presents a harsh reality to the person with a disability and the person without a disability. Life's journey with a disability doesn't have to be better or worse than it would be without one. However, negative forces, both internal and external, often make this journey more difficult than it need be (Marinelli & Orto, 1991).

Typically, adjustment to disability is conceptualized as occurring in stages. A number of theoretical models exist (Maslow's Hierarchy of Needs, Horney's Neopsychoanalitically Oriented

Interpersonal Theory, Kubler-Ross' Stages of Death and Dying, and Freud's Psychoanalysis), each with its own unique contribution to adjustment. This presentation will discuss a unified model of adjustment to disability not only for the person with a disability but for those around the individual and in society at large.

As identified by Shontz (1991), there are six principles or propositions relating to disability and adjustment. These are:

1. Psychological reactions to the onset or imposition of physical disability are not uniformly disturbing or distressing and do not necessarily result in maladjustment. Further, psychological reactions to the removal of physical disabilities are not uniformly or necessarily pleasant and do not necessarily lead to improved adjustment.

2. Reactions, favorable or unfavorable, are not related in a simple way to the physical properties of the disabilities.

3. The shorter and less complex the causal linkage between the body structure affected by disability and the behavior in question, the more predictable the latter are from the former.

4. The less direct the linkage between body structure affected by disability and the behavior in question, the more appropriate it is to describe the influence as facilitative, rather than as causal or coercive.

5. External factors are at least as important as internal factors in determining psychological reactions to disabilities.

6. Of all the factors that effect the total life situation of a person with a disability, the disability is only one, and often its influence is relatively minor.

Out of the various theories that have been developed for or adapted to use with adjustment to disability, Livneh (1991) found sixteen basic assumptions shared by them. At the same time Livneh found that these models differ in three major dimensions: (1) clinical-theoretical orientation, (2) nature of the disability, and (3) the number of stages suggested to account for the variability in human adaptation to disability. Livneh also proposed a unified model consisting of five states that are representative of most conventional models of adjustment. Livneh's stages include:

1. Initial impact. The first reaction to the disability. Includes two sub-stages: (1) shock, and (2) anxiety.

2. Defense mobilization. Psychic defenses are brought to bear on the trauma's devastating impact. This stage includes the two similar components of bargaining and denial.

3. Initial realization or recognition. The new reality has been realized by the person and is being introduced to their self-concept. Mourning and/or depression and internalization of anger mark this stage.

4. Retaliation or rebellion. Against fate, perceived dependency, and weakness. Anger is externalized as the person's "fight or flight" instincts go to full "fight."

5. Reintegration. A new gestalt is formed. This final stage is marked by acknowledgement and acceptance.

Each stage has identifiable affective, cognitive, and behavioral correlates which may overlap. For the counselor or other helper, the matter may be confounded by overlapping stages or out of sequence stages.

In the simplest of terms, however, the best predictor of post-disablement adjustment is pre-disablement adjustment.

Not all adjustment to disability depends on the person with the disability. Persons around that individual, and in truth society at large, contribute greatly to the problems with adjustment. Once again, a number of overlappping influences, attitudes, and environments shape the non-disabled person's attitudes toward those with disabilities. These attitudinal sources (Livneh, 1991, Athelstan, 1981, Cubbage & Thomas, 1989) include, but are not limited to:

1) Sociocultural conditioning
2) Childhood influences
3) Psychodynamic influences
4) Disability as a punishment for sin
5) Anxiety-provoking unstructured situations
6) Aesthetic aversion
7) Threats to body image integrity
8) Disability as a reminder of death

As a society, we have unintentionally developed architecture, technology, social events, and social norms and mores that disinvite the person with a disability. Does your office or home have a ramp to accommodate those friends or co-workers that use wheelchairs? No? No friends or co-workers who use wheelchairs? Isn't it difficult to make friends of those who use a wheelchair if they can't get in your home or building? This is perhaps the most visible unintentional disinvitation regarding persons with disabilities.

Consider how our media portrays those people with disabilities. Generally, they are portrayed as either miserable creatures deserving of the able-bodied's pity or they are portrayed as heroes for what would otherwise be considered mundane tasks (Shontz, 1991). Anyone constantly exposed to such ideas about themselves will find it difficult to accept themselves as a competent, worthwhile, normal person. The media continually and unintentionally give us dual messages regarding disability (Zola, 1991). Persons with disabilities can lead happy, fulfilling lives.

The single most important aspect in adjustment to disability for all parties is to break down barriers to communication. When young children first encounter a person with a disability, they ask questions, desire to touch devices, and are curious about the person with a disability. As they grow older they learn the behaviors and beliefs that make adjustment the difficult task that it is. Consider the vocabulary of disability: de-formed, dis-abled, dis-ordered, and in-valid (Zola, 1991) and remember that a person has a disability--disabilities don't have people.

Adjustment to disability does not have to be unnecessarily difficult or painful. As counselors, our foremost goal is to assist people in reaching their full potential. For many, this is an opportunity to reexamine values and begin to grow again. The counselor can be invaluable at this time to the individual, the family, and their society. Adjustment to disability is not about overcoming. It is about becoming.

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You Can't Build Tomorrow's Safe Schools with Yesterday's Blueprints: Changing Educational Paradigms

Melissa Cain
The University of Findlay

What are paradigms? How do they relate to education? In *Paradigms: The Business of Discovering the Future*, futurist Joel Barker defines them as sets of rules and regulations (written or unwritten) that: (1) establish or define boundaries; and (2) tell you how to behave inside the boundaries in order to be successful (Barker, 1992). We have paradigms for practically everything, from doing dishes to conducting research. Paradigms provide useful frameworks for categorizing information, but we literally cannot see what doesn't fit them. Barker calls this the *Paradigm Effect*. Some examples are:

"The phonograph...is not of any commercial value."--Thomas Edison remarking to his assistant, 1880

"I think there is a world market for about five computers."--Thomas J. Watson, chairman, IBM, 1943

"There is no reason for any individual to have a computer in their home."--Ken Olson, president, Digital Equipment Corporation, 1977

"Who the hell wants to hear actors talk?"
--Harry Warner, Warner Brothers Pictures, 1927
(Barker, 1992, pp. 88-9)

Inevitably, as society changes, people uncover problems their old paradigms cannot solve. These provide the catalyst for a *Paradigm Shift*, a change to new rules. To anticipate what those changes might be, Barker suggests asking the *Paradigm Shift Question: What is impossible to do in your field, but if it could be done, would fundamentally change it?* (Barker, 1992, p. 147). Responses of educators typically include:

1. meeting individual needs without labeling;
2. equitably funding schools;
3. guaranteeing safe schools;
4. assessing individual growth while demonstrating acccountability to legislatures/parents;
5. overcoming racism/gender bias to allow equal access to productive careers.

Schools are built on a number of paradigms. One is the Industrial (Factory) Model (Purkey and Novak, 1992). In it, children are viewed as bottles on an assembly line to be filled with so much curriculum per grade. Those not filling properly are kicked off the assembly line (fail) or labeled (learning disabled or, if overfilled, gifted). Another paradigm is the Instructional Model, featuring "teacher as fountain of knowledge." The learner listens to the teacher lecture, reads the textbook, and regurgitates information on objective tests. We have paradigms for grading, time structure, discipline, and so on. School paradigms result largely from childhood experiences. We don't question them because the paradigm effect prevents us from seeing what doesn't easily fit into them. Paradigms held too strongly result in *Paradigm Paralysis*, a terminal disease of certainty" (Barker, 1992, p. 155) resulting in inability to change to meet the needs of the future.

What happens when paradigm shifts occur? According to Barker, everyone goes back to zero. The needs of our Information Age society require us to go back to zero with school paradigms. A weekday edition of the New York Times contains more information than the average person in 1600's England learned in a lifetime (from a handout by Jennifer Moormeier, 1995). While it may be argued that there is "essential knowledge," processing information--gathering pertinent facts, creating effective and literate presentations, engaging in critical thinking--is more useful than memorizing facts, most of which are quickly forgotten. One new paradigm, the Learning Model, is based upon the idea that knowledge is internally constructed as

learners interact with the environment. Teachers "facilitate learning" by setting up cooperative, problem-based activities.

To anticipate the future, watch for those who are messing with the rules. These *Paradigm Shifters* are often outsiders, people who are not tied to prevailing paradigms. William Purkey, co-founder of Invitational Education, for example, is a guidance counselor-educator who could see that children's basic needs of feeling safe, cared for and capable impact their ability to succeed in school. Purkey's vision of a better paradigm, the Inviting Family School, is based upon characteristics of successful families (Purkey and Novak, 1992). Another example is Howard Gardner's Multiple Intelligences (1983). He set out to investigate creativity and now suggests that there are eight different kinds of intelligence, only two of which (logical-mathematical and verbal-linguistic) have traditionally been emphasized in schools. This theory suggests changes in curriculum and testing paradigms.

In 1993, NCTE's Committee on Tracking identified ten changes in basic assumptions about teaching and learning. These could be called education megatrends.

1. From ability is fixed to ability changes over time.
2. From intelligence is one-dimensional to intelligence is multi-dimensional.
3. From past performance predicts future performance to teacher expectation is one of the most powerful predictors of performance.
4. From teaching and learning are discrete to teaching and learning are reciprocal.
5. From knowledge is received to knowledge is created.
6. From learning is most likely to occur in quiet classrooms of isolated learners to knowledge is constructed socially and linguistically.
7. From knowledge consists of a linear sequential hierarchy of skills to knowledge is created in the context of a larger meaning-making problem-solving event. Necessary subskills are subsumed in the larger process.
8. From there is only one way to solve a problem-one right answer to multiple approaches to problem solving and multiple solutions are expected and valued.
9. From not all students can learn (bell-shaped curve is normal) to all students can learn (bell-shaped curve is contrived).
10. From schools in an industrial age resembled factories to schools in post-industrial age need to more closely resemble families.

Paradigm Pioneers are people who intuitively believe new paradigms and try to apply them, even at the risk of their jobs. Paradigm pioneers are currently visible working towards alternative assessment, collaboration, mentorship, critical thinking, empowerment, whole language, integrated (thematic) curriculum, flexible scheduling, technology integration, outcomes-based education, character education, brain-compatible education (Caine and Caine, 1993) and curricula of caring (Noddings, 1992). They encounter resistance to change from people suffering from paradigm paralysis. Drawing models of educational paradigms helps educators visualize both the past and the future.

Like discipline, safety will naturally result if the right things are happening in schools. This is where Invitational Education is such an exciting blueprint for reforming schools. Assessing people, places, policies, processes, and programs with a child-centered focus causes old paradigms to be examined and replaced. How appropriate that Barker (1992) says the most significant paradigm shift of the Twentieth Century is, *"Without caring there can be no quality."*

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Creating Joy and Abundance in Our Schools From the Inside Out

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Abstract

This seminar led by motivational speaker Rebekah Carpenter utilizes comedy, music, audience interaction and motivational material to encourage teachers to get in touch with their own joy and blocked creativity, so that they can manifest these qualities in the classroom. The desired result is to help teachers create vibrant, inviting classrooms where students embrace the process of learning. The workshop primarily covers three areas: 1) Physical Self-Care and Stress Reduction, 2) Personal Baggage (negative beliefs we hold about ourselves), and 3) Risk-Taking, that is understanding potential obstacles which may keep teachers and administrators from using their gifts and talents to the fullest.

Physical Self-Care and Stress Reduction

Workshop participants take part in comedy skits designed to encourage teachers to begin thinking about the importance of taking care of their physical bodies, not just in terms of regular exercise, but by beginning a process of "tuning in" to the stress signals their bodies may already be communicating to them.

Personal Baggage

This portion of the workshop utilizes handouts and music to raise awareness as to how our past negative experiences and conditioning can motivate our behavior in the classroom and school setting today. The participants are encouraged to begin facing and cleaning out their own personal baggage so that they can be successful examples to their students and fellow employees.

Risk-Taking

Once again, through the use of comedy skits in which the teachers can participate, specific examples of hindrances to risk-taking are presented. The participants are encouraged to examine how they talk to themselves, either consciously or subconsciously, in order to discover whether they are creating an internal atmosphere for personal fulfillment and success. They are also encouraged to include humor in various ways into their lives, as well as activities and personal experiences which bring them joy. The value of "initiative," that is, keeping our classrooms "fresh and exciting" is discussed, various tools such as journaling and confronting our own fears are given as effective ways to free creativity and clear negative influences out of our lives so that teachers can get on with the business of teaching and inspiring others to learn.

Rebekah Carpenter can be reached by calling Expressions Unlimited at (910)288-7637.

Enhancing Conflict Resolution Through Personal Power Styles

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This presentation focused on a conflict resolution model developed by the presenter that depicts styles that individuals use to manage conflict in their lives. These styles are based upon the stages in Janet Hagberg's theory of personal power development (Hagberg, 1984 & 1994).

The session was partially devoted to explanation of the styles and partially to personal assessment of individual style. Expansion of this discussion included the applicability of the model to working with others and utilization of the model in working with students. Although the model itself

presumes primary application with adolescents and adults, discussion also focused upon effective strategies--from a developmental perspective--with elementary and secondary students. For illustration, the presenter used a concrete example of how the model was used with an elementary school in her locality. Other concrete examples of the model's application were used throughout the presentation.

A more complete discussion of the presenter's model may be found in some of her other articles (Cowher, 1995, & Cowher, 1996).

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Changing the Elementary School Climate Through a School-Wide Approach

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Does your school want to focus on student behavior or success in academics? Through teaching behaviors and the use of effective teaching strategies, Southside Elementary has been able to concentrate on academics each and every day. This approach can be implemented in your school with natural ease and desired results.

We cannot assume that children know what behaviors are expected in school. These skills must be taught with as much vigor and structure as any other academic concept. Southside Elementary, as a rule, begins the year with the teaching of *line hall, bathroom, playground, bus,* and *cafeteria*. In addition, individual classrooms pick up the teaching of behaviors appropriate to that room. For example, teachers have modeled *glue, closet, pencil sharpener,* and *beginning of the day* behaviors. Once the behaviors are taught, students are expected to comply. For those students unable to conform, the behavior is retaught on the student's *valued time*. Their valued time might be recess, physical education, art, music, and computer time. Reteaching behavior should not take more than five to eight minutes. This puts the responsibility of appropriate behavior on the student, taking this burden off the teacher and principal.

Many negative behaviors are often the result of ongoing stress in a child's life. The school can rarely have an effect on the hardships a child might face at home. However, the following strategies can greatly reduce stress in the classroom.

- Beginning of Class: Posting a schedule for the day, a list of learning outcomes, and a "bell ringer" activity provides structure in the classroom which is developmentally appropriate for elementary children.

- Checking for Understanding: Calling upon students to check for understanding of directions or concept just taught provides clarification and review for the student and quick assessment for the teacher.

- Wait Time: Allowing students time to think through the question before retrieving an answer will increase comprehension.

- On the Clock: Giving students small, set periods of time to complete a task and sticking with it will help students complete assignments with better quality.

- Temporary Pass Option: Granting students the option of "passing" when called on to answer a question temporarily minimizes immediate stress. For the sake of accountability the child must be able to restate what another student gives as the correct answer.

- Promise Cards: Allotting three homework passes per grading period has taken the pressure off students and teachers when assignments are incomplete or unfinished. Incentives are designed by teachers to encourage the completion of all homework assignments.

Southside Elementary's discipline reports have been significantly reduced as a result of teaching behaviors and implementing stress-free teaching strategies in the classroom. During the first quarter of the 1995-1996 school year, there were fourteen discipline reports on file in the principal's office. In contrast, the first quarter of the 1996-1997 school year found three discipline reports on file. The 1995-1996 school year discipline report total was seventy-one. Based on first quarter indications, the discipline report total for the 1996-1997 school year should result in a seventy to eighty percent reduction in referrals.

Student behavior will come closer to meeting teacher expectations when children understand what is expected of them and when they are a part of a stress free environment. Children are no different than adults when it comes to wanting to feel successful. However, their achievements must be genuine. These approaches to discipline and academics will give them the opportunity for individual success and ownership to their achievements.

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Using Invitational Education in a Residential Treatment Center: A Model for Creating Schools Without Fear

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The Project

J. & G. Snow School and the Berea Children's Home and Family Services jointly entered the Classroom Management Project in the fall of 1995. The Classroom Management Project (CMP) is sponsored by the State of Ohio Department of Education as a means of helping schools deal with their problems and concerns around discipline. Realizing that there is no "quick fix," nor any one intervention that will solve the discipline problems for all schools, the Ohio Department of Education has placed its focus on the process of identifying and resolving these concerns and problems. It is their belief that through teams of people representative of the school community working together that they will be able to create safer schools where students will learn to be productive citizens (Sanders, 1992).

The CMP provides for the school team, a guideline for the development of a positive comprehensive classroom management system. The following components were identified as critical to a well formulated plan: school mission statement (through which everything flows), climate, standard procedures, instructional design, staff development and support systems, as well as school community awareness and involvement. The Project provided the format for the Snow School team to begin the process of change.

The Community

Berea Children's Home and Family Services (BCH) is a private non-profit charitable corporation that has served children and families since 1864 and is the community for Snow School. BCH was founded by the German Methodist Episcopal Church and is the oldest child caring agency in Methodism. BCH began offering custodial care to children during the Civil War and continued into the 1950's with the care of orphans as its primary service. Beginning in the 1960's with the shift in the type of children being served and the need for orphanages becoming obsolete, it began providing services to children and youth needing specialized treatment programs and services. In the late 1980's, Ohio began to close its psychiatric hospitals for children, and currently it is these children along with others who have suffered severe abuse and trauma that utilize the continuum of services offered at BCH.

The School

Since 1963, the Berea School District has provided teachers for the on-campus school at the Berea Children's Home. In 1982, the Discovery Center was built by BCH to accommodate the classrooms and library. This would later become known as the J. and G. Snow School. In 1987 the on-grounds school was assigned its first full-time principal. Currently there are 23 educational staff and 6 Model IV classrooms. One classroom is located in the Secure Treatment Center.

The Beginning

Snow School and BCH joined the CMP Project in the fall of 1995 when administration of both entities decided that some changes in the school would be needed in order to eliminate the growing number of incidents (197) involving physical and verbal aggression. Morale of teachers, childcare workers and students was also low. There was little or no communication between the school and agency. Furthermore, there was great concern about whether changes could be brought about within this atmosphere. The CMP was seen as the means by which to bring to the school a positive environment for students and staff alike.

A facilitator was designated and a core group of 12 teachers and agency staff selected. This group met weekly for 12 weeks, and the process of group formation began. It was stressed that all members would have an equal voice and decision making would be by consensus only. Using the resource manual and training exercises provided by the CMP (Department of Special Education, 1995, 1996), the group began developing its own definitions of punishment and discipline after reviewing the writings of Glasser, Gossen, Curren and Linquist and Molnar. Through the process of formulating definitions agreed upon by all members of the group, several things occurred: realization that individual views on discipline and punishment varied dramatically, realization that positive and negative events that occur during an educational experience are often not forgotten, and through dialog and discussion viewpoints did change.

Later in the fall, Dr. John Piper from Bowling Green University did an in-service for staff at Snow School on the Invitational Learning Model and the "5 P's" (Purkey). One of the strengths of Dr. Piper's presentation was the ability to alter attitudes of listeners in relatively a short period of time. Dr. Piper helped staff recognize that personal upbringing and experiences influence the degree to which staff inhibit or invite students to learn. This knowledge and general acceptance of the Invitational principles allowed the CMP core group to expand to the current group of 32.

The expanded CMP group continued to meet weekly and simultaneously began to solidify as a group and began to work on developing a mission statement for Snow School. After the group came to a mutual understanding of punishment and discipline, it developed the following as its mission statement: "J. and G. Snow School and the BCH provides a safe, inviting environment that encourages children to become life-long learners." Climate was the first of the six components selected to be filtered through the mission statement. The facilitator had the group identify the issues it thought affected the climate of the school setting. Once a list was generated, the Problem Solving Process was used to address each concern. There are five steps in this process beginning with defining the problem, analyzing the problem, setting goals, developing a plan and then evaluating the plan. In looking at each concern through the process, the group found that some concerns were not really problems as much as misunderstandings and others were policy and procedures that were inconsistent with each other.

Over the course of the year, the group was able to apply the problem solving process to the entire list of climate issues and became more skilled in using this process. Group members were more comfortable and open in discussions, as well as willing to listen to other viewpoints. Outcomes from addressing the climate issues resulted in the development of a student dress code, a new student handbook, a showcase of students, a number of new bulletin boards exhibiting the work of students, and most importantly an overall improvement of the

educational climate. Communication was markedly improved between school personnel, agency and school staff, and staff and students. A new collaborative effort between Snow School and BCH resulted in the school having access to computer technology in each classroom and readiness for the 21st century.

The Second Year

The 1996-97 school year began with the implementation of the new dress code and student handbook. To help with acceptance and successful implementation, both had approval and support of the Berea Board of Education and Berea Children's Home Board of Trustees. Some early effects of implementation are: higher self-esteem of students, more respect for self and others, and improved attitude overall. The number of incidents of aggression seem to have decreased, but it is still too early to verify at this point. Snow School students are being perceived well by others in the community. For example, a young man with significant mental health problems was able to participate on the JV football team at Berea High School where high school personnel commented that he had been labeled "Mr. GQ" by teammates because of his dress.

The Classroom Management group began its second year needing some solidifying after not meeting during the summer months. Members initially met weekly for the first month to reestablish cohesiveness and purpose through storming, forming and norming. Meetings are now being held every other week. Recognition and understanding that evaluation is part of the change process has taken place, and that evaluation and fine-tuning of each component will be on-going.

The CMP and its concept of Invitational Learning for Special Education students may not be for everyone, but the process does work. It has empowered teachers and staff to make changes in their working environment and have a voice in the operation of the school and agency. It has also allowed the students to have the best possible program to meet their basic need for safety, to give them a sense of value, and the experience that learning can be positive and fun and is a life-long process.

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Schools Without Fear Must be Cognizant of the Learning Preference of Native American Children

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Statement of the Purpose

The purpose of this study was to identify pupils' learning styles in grades 3-8 as well as the performance preferences of each teacher at a small Native American school in south Louisiana to determine the degree of fit between the pupils and their teachers. Learning style preferences were examined related to grade and gender of the pupils, as this would give specific insight to the pupil and others about their learning styles.

Findings

Results are organized in two sections. The first section is a presentation of findings resulting from profile analysis for Questions 1-4.

The second section is a presentation of findings resulting from statistical analysis for Questions 5 and 6.

1. What are the learning preferences of individual child participants?

Profile analysis was applied to ascertain and describe the learning preferences of each child-participant. Using results from the Standard Inventory Manual for the Learning Style Inventory, a protocol was developed specific to the present study for presenting the preferred preferences of each participant. The protocol used was the individual learning Preference Profile (Arceneaux & Jones, 1996). Findings indicated that the total number of learning style preferences of individual participants ranged from 0 to 8, the mode was 15, and the mean was 3.38. Low range preferences were as follows. The only learning style preference not preferred by any of the pupils was design (formal/informal). Number 6, persistent (high) appeared only once. Numbers 2, 3, 10 and 19, light, temperature, authority, and afternoon (2) respectively. Numbers 13 and 18, visual and late morning, only three times, and number 8, structure, had (4). The popular (high range) preferences among the pupils were numbers 21, 20, 14, and 7, parent motivated (15), mobility (11), tactile (10), responsible (9) (conforming) respectively. Mid-range preference numbers 5, 12, 1, 9, 11, 15, 16, 17, and 22 are as follows: noise (sound) (6), light (bright) (7), alone/peers (6), several ways (5), intake (5), motivation and auditory (7), (prefers) morning, and teacher motivated (5).

2. What are the productivity and environmental preferences of the adult-participants?

Profile anaylsis was applied to ascertain and describe the presence of productivity and environmental preferences common to the total group of adult-participants. Using standard scores from the LSI, a protocol was developed specific to the study for presenting the preferred preferences of each adult-participant. The protocol used was the Individual Learning Preference Profile (ILPP). Findings indicated that the most common productivity and environmental preferences of the adult-participants were want structure and auditory, 40% (4) in each case. Noise (sound), intake (like to eat) and afternoon (favorite time for working) were the most common productivity and environmental preferences of the adult-participants, each preferences with 33% (3) of the adult-participants.

3. Is there a learning preference common to the total group of child-participants?

Profile analysis was applied to ascertain and describe the presence of a common learning preference common to the total group of child-participants. Using results from the standard inventory manual for the Learning Style Inventory, a protocol was developed specifically to the present study for presenting the preferred preferences of each participant. The protocol used was the ILPP. Findings indicated that the most common of style preferences observed from the pupils' responses was "parent motivated," with 41% (14 respondants). Mobility, with 34% (11 respondants) indicating mobility, and the third and fourth most common learning preferences were tactile and responsible (conforming), 10 and 9 respondants with 29% and 26% respectively. Upon further examination of the data, it was discerned that participants in grades 3-7 showed a preference for parent motivated and teacher motivated styles, with greater frequency than the eight graders, although teacher motivated did not emerge as a common preference. No clustering patterns emerged for mobility, tactile and responsible by grade.

4. What are the productivity and environmental preferences of the individual adult-participants?

Profile analysis was applied to ascertain and describe the productivity and environmental preferences of individual adult-participants. Using results from the standard inventory manual for the LSI, the protocol specific to the present study for presenting the preferred preferences of each adult-participant was used. Findings indicated that the range of the total number of productivity and environmental preferences of individual adult-participants was from 0 to 6. The trimode was 4, the means and median was 3, and the standard deviation was 4. The productivity and environmental preferenced (PEP) not preferred by any of the adult-participants were light, temperature, motivation, responsible, variety,

kinesthetic, and time of day. The PEP preferred most were structure (wants) (4) and auditory (prefers) (4). The PEP preferred the second most were noise level (sound) (3), intake (prefers) (3) and afternoon (prefers) (3). The PEP preferred above zero but less than 3 were designed formal (1), persistent (2), alone/peers and auditory (1), visual, late morning, and mobility (1).

5. Is there a difference between composite learning style preference and gender?

Separate one-way analysis of variance were computed to ascertain the differences on the four learning style preference categories--composite environment, composite physical, composite social, and composite emotional. For each ANOVA, the independent variable was gender with two levels--male and female. The first ANOVA yielded significant differences on composite environment. $F(1.34) = 3.932$ $p > .05$. An examination of the means and standard deviation for composite environment indicated that the environmental preferences scores were higher for girls than for boys.

For the composite physical, the second ANOVA yielded significant differences on composite physical, $F(1.34) = 5.2975$, $p > .03$. An examination of the means and standard deviations for composite physical indicated that the physical preference scores were higher for girls than for boys.

For the composite social, the third ANOVA yielded no significant differences among girls and boys. Finally, for the composite emotional category, the fourth ANOVA yielded no significant gender differences.

6. Is there a difference among composite learning style preferences and gender and age?

Separate two-way analysis of variance were computed to ascertain the difference on four learning style preference categories: composite environment, composite physical, composite social, and composite emotional. For each ANOVA, the independent variables were gender with three levels: youngest (8-10), middle (11-12), and oldest (13-14).

The first ANOVA yielded significant differences on composite environmental $F(1.30 = 4.674$, $p \leq .05$. An examination of the means and standard deviation for composite environmental indicated that the environmental preference scores were higher for girls than for boys. For the composite physical, the second ANOVA yielded significant differences. $F(2.3) = 6.007$, $p \leq .01$. The means and standard deviation for composite physical indicated that physical preference scores were higher for girls than for boys. For composite social, the third ANOVA yielded no significant differences between boys and girls. Finally, for the composite emotional category, the fourth ANOVA yielded no significant gender differences.

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Authentic Assessment of Invitational Education at the College Level

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Introduction

In 1988 the Birmingham-Southern College faculty conducted an inservice concerning its

knowledge base. Invitational Education was selected as the theme which best exemplifies its theory and practice. The theme was accepted and approved by NCATE in 1989, and Purkey and Novak's book, *Inviting School Success*, was adopted as the text for the initial field experience for all students. All syllabi have been reworked to reflect this theme, more careful modeling by faculty has been emphasized, and now has come to the point of documenting the inclusion of Invitational Education into the Teacher Education Program.

On an on-going basis the faculty has met together and exchanged information and impressions as the measurement efforts unfolded. These meetings, planned and unplanned, demonstrated the personal belief in and support of Invitational Education with stories and examples of random and calculated events of Invitational Education by students and faculty. Within this time period, the input from each faculty member, the invited constructive criticism of ideas and additional ideas that paralleled and complimented thoughts were appreciated. This experience is what faculty development is all about: efforts that fail and get reborn through honesty and redesign.

Initiation of *AssessmentFolios*

It was at one such truth-telling session that the faculty collectively thought of portfolios (henceforth to be called *AssessmentFolios*) being the natural method of collecting data to document knowledge and application by the program, faculty, and students. Previous efforts had been too fragmented. What was needed was collecting authentic information directly from the three sources over a longer period of time and in individualistic ways.

From the literature on Invitational Education, it's known that students can best document their own progress toward ownership of the concepts of Invitational Education. The faculty was determined not to slip into the easier route of standardized measures which could be designed to tell anything desired. Grant Wiggins' (1991) article "Standards, Not Standardization: Evoking Quality Student Work" makes a case for having students judge their accomplishments against standards of excellence in ways beyond the standardized tests - where there is a single "right" answer. What is now proposed is to have students work within a broad framework and define for faculty and themselves just what progress looks like for them.

Additionally, the *AssessmentFolios* allow documentation of the successful meeting of state standards. *AssessmentFolios* encompass all standard paperwork such as transcripts and official interviews along with samples of classroom papers, journals, and Invitational Education surveys. *AssessmentFolios* give room for individual developmental levels as well as the benchmark documentation that must be obtained before moving to another set of courses. Another strong point is that holistic evaluations will be performed by sets of faculty and students.

Mini-Workshops

There are plans to conduct a series of mini-workshops - both in and out of classes - that present the rationale for *AssessmentFolios* and clearly outline the parameters for students to follow. These mini-workshops will be repeated at least yearly so new students can become aware of the process and other students can update their portfolios. The *AssessmentFolios* will be evaluated by a team of faculty and students at three points: as a part of their application to the Teacher Education Program, as a part of their application to student teach, and as a part of their application to be approved for certification. These times will vary depending on the path the student has followed.

The mini-workshops will be interactive sessions with samples of *AssessmentFolios* to be shared. A number of guidelines will be in place to facilitate organization of information. An example of this type of direction will be a specific paper on which the student will outline his/her goals (both personal and academic) for the upcoming year. The advisor will work with the student to assess how realistic the goals are, the honest effort put forth to meet the goals, and the results of that effort. A form for listing textbooks, professional books, and books of personal interest read will make the

statement that reading is a basic, on-going behavior of all teachers. Faculty members will also keep *AssessmentFolios* and experience a similar process as the students.

Beliefs

Specifically, the faculty believe that:

- *AssessmentFolios* are an authentic assessment strategy to strengthen student and program progress.
- *AssessmentFolios* do not match except in broad parameters between and among students.
- Perceptions about what is important depends on individual students and represents their individual experiences, background, and environment.
- The development of self-concept must be nurtured in every way our environment is able.
- The locus of control for portfolio assessment rests with the student.
- Evaluation is an on-going process.
- Each student is at a different place developmentally; we want to help each student to identify that place periodically and plan accordingly.
- The faculty must model Invitational Education which includes assessment measures.
- Responsibilities of the faculty are to facilitate growth in every way possible. The faculty must leave room for students to "own" their own learning and assessment.

THEREFORE:

Each Education student must build and maintain an *AssessmentFolio* that will be assessed by a faculty and student committee each year, with the most careful examination being made at the exit point. The *AssessmentFolio* must contain certain things, should contain certain things, and may possibly contain certain items that illustrate student performance and document that progress is being made toward functional knowledge of Invitational Education.

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Productive Students, Constructive Discipline: An Inviting Approach to the High Management Classroom

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The challenge of classsroom management today is the return of respect, dignity, and confidence to both the students and the teachers. A sense of shared responsibility between students and teachers for creating positive educational environments can provide access to opportunity for all students. If opportunities for learning are denied in any classroom as a result of any one student's extreme inappropriate and disruptive behavior, there must be a plan for constructive and corrective discipline. It is imperative that this plan be grounded in the belief that students can regain control of themselves and that they can reflect on and consider their actions and the consequences of their behavior, as well as reconnect to their classroom teacher. Although there can be any number of reasons for extreme inappropriate behavior in the classroom, there must be an opportunity for the student to regain his or her dignity and to reestablish a positive relationship with the classroom teacher. Too many of the discipline plans in the schools rely on punitive measures that result in humiliation and resentment with no chance for the student to regain composure and reconnect with his or her teacher. The student and teacher are left frustrated and anxious, with unresolved issues that are sure to surface again.

By applying the humane approach of a constructive and inviting disciplinary plan, the high management classroom addresses the critical needs of the extremely disruptive student. Through a focus on the dignity of the student and teacher and a reestablishment of trust that builds along the continuum of conflict management (Purkey and Novak, 1996), the high management classroom becomes an effective tool in reconstructing the student-teacher relationship and returning control to the student.

Components of the High Management Classroom

The high management classroom should be established for students whose behavior has escalated to such levels of disruption that the classroom teacher is no longer effective in controlling the behavior. A team of school staff and faculty and possibly parents who are concerned about discipline should set up the guidelines for establishing the high management classroom. These are the people who understand the needs of the students. Describing behaviors and circumstances for which the high management classroom will be part of a plan for constructive and inviting discipline will be the job of this team. Teachers should become aware of the high management classroom through inservice education.

The high management classroom is no in-school suspension. At some schools or in some districts there may actually be a crisis management teacher who is assigned the responsibility of implementing this program in the school or schools. With the help of teaching assistants who have been trained to implement the plan for the high management classroom students, the crisis management teacher or a designated member of the school team will be in close contact with the progress of the student while in the high management classroom. Frequent checks during the day can ensure that the student understands the importance of communicating back to his or her classroom teacher the progress that is being made in the high management classroom.

The goals of the high management classroom are to allow the student the opportunity to have control over behavior and to reconsider the actions that resulted in the move to the high management classroom. Once in the high management classroom, the student immediately can begin to earn his or her way back to the regular classroom by following specific guidelines. The crisis management teacher or high management teaching assistant also will begin a dialogue with the student to discover the breakdown in communication between the student and the classroom teacher and then begin to reconstruct the return to the classroom. By helping the student recognize the inappropriate behaviors and reflecting on how things could have been done differently, the student may be ready to discuss the situation with the classroom teacher. A significant part of the high management classroom plan is this dialogue between student and teacher after both have had time to reconsider perceptions and actions.

As Curwin and Mendler (1988) suggest, strategies for effective discipline must include the elements of hope and dignity. With hope and dignity in the high management classroom as well as the inviting components of trust, optimism, respect, and intentionality (Purkey and Novak, 1996), the student may return to the regular classroom with a renewed sense of self and an understanding of how important the relationship with his or her teacher can be.

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Physical Interventions: The Last Resort!

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This particular area has been a concern of mine for some time. Let me provide you with some background details that will give you a better idea of my perspective, agenda, experience and qualifications.

I have been teaching residential special education for the last fifteen years. This has been with boys and girls experiencing emotional, behavioural, learning, medical and social difficulties, from the ages of 11-18 years.

About six years ago, I became anxious about the ability of the staff (teachers and

residential social workers) in schools such as the one I work in, to feel confident and supported in their task, of being in charge of and providing a safe, secure environment for the children in their care.

Staff needed to know what they were expected to do in practical terms when they were confronted with a control loss situation, where de-escalating and defusion techniques had not worked and where the child was likely to attack them or another child, or self-injure or seriously damage property, or abscond and therefore put themselves in extreme danger.

Staff needed to feel that they controlled the environment, that they could use techniques and methods when such situations arose, and that these were supported by management. Such techniques and methods needed to provide the minimum possible risk of injury to both staff and children. Safety is paramount.

My motivation was simple. If schools cannot provide safe, secure boundaries and if the children do not feel that the adults around them are secure about being in charge, then it would only be a matter of time before the quality of education and care was such that the schools themselves would have to close and the provision disappear. That one of the very basic needs of children and staff, that of safety and security, was in real jeopardy or not being provided.

Conclusion

There is, quite rightly, a great deal of anxiety about the difficulties and potential problems/liability issues associated with the prevention and management of aggressive and seriously challenging behaviour.

It has been my experience that following intensive, supportive and practical training, that staff feel more confident about what they are doing as as a result, offer an improved level of care and educational delivery, that staff are more able to use a considered judgement about what action needs to take place, that the concept and practice of teamwork is enhanced and reinforced, that children sense a calmer and more secure environment and as a result there are less incidents occurring that require physical control.

The result of training is that there will be fewer exclusions happening in schools that have received such appropriate support for their staff and students. Also, providing such training with help L.E.A.'s and Governing Bodies meet their legal duty in making the workplace a safe and secure environment for teachers and students, as required under Public Health and Safety legislation.

We must do all we can to ensure the safety and security of all staff and pupils in our schools. Part of this agenda should be how we can all manage each other in a more acceptable and legitimate way, even in very difficult, stressful and physically challenging situations.

Therefore - the place of physical interventions, as a last resort, is but a final option within a hierarchy of processes, programmes, policies and people aimed at producing safer places for us to learn and work together. So we can achieve "schools without fear."

Murder Disrupts a School's Tradition of Excellence: Steps Taken to Return to a School Without Fear

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The Problem

On September 29, 1995, at 8:36 a.m. shots rang out over the quiet campus of Tavares Middle School. Students panicked, teachers reacted, and a whole community was stunned. One eighth grade student shot and killed a classmate. This tragedy focused public attention on the school. Parents and community asked how such a thing could happen and demanded answers. Some wished to place blame; others were supportive; all were frightened.

The process of recovery from such an incident has been slow and sometimes very painful.

Just when we thought we were over the aftermath of the incident, something else would happen. The accidental death of a custodian occurred on Thanksgiving eve 1995. A student suicide again shocked the community in February 1996. In May a former student was accidentally electrocuted. In all we tragically lost four people from our school family to violent and unexpected death.

Throughout this process, school had to proceed. We had to provide the best opportunities possible for students. On top of that, additional work was mandated to our initial school improvement plan. A new plan had to be developed and implemented. We reacted as best we could, and took responsibility for this task. We were not proactive but reactive. We had no specific focus other than to survive the year and to do our best for our students.

When the Tavares Middle School staff first developed the School Improvement Plan, it was a three year plan initiated in 1993. The complete process involved developing the plan, getting approval from faculty, staff, and shareholders monitoring the plan, and revising it as deemed necessary by accumulated data. Needs assessment, test scores, student behavior, and other hard data were all used to evaluate the original plan which was modeled after Effective Schools research. This model incorporates the five correlates of effective schools. The organizational structure required to develop and implement this plan was cumbersome. School Advisory Council members responsible for the School Improvement Plan were consumed by meetings. A survey was conducted to determine which staff members were involved in school improvement. We discovered that Tavares Middle School had a few staff members doing most of the work, and the majority of the staff doing very little. In fact, we almost mirrored the 80/20 principle.

A New Paradigm Emerges

Dr. William Purkey gave an inspirational message to our district. As a follow up, 17 members of the TMS staff were trained in Invitational Education. Some members of the staff had previously been trained in Quality Circles (Q.C.) problem solving techniques, but they had ineffectively utilized Q.C. for school improvement. During the spring of 1996, the trained staff decided that we must focus on school improvement in another manner. What had been perceived as just another task, school improvement, would become the driving force for everything that must be done.

We needed a different paradigm. Following the second Invitational Education training, those participants concluded that the Invitational Model could be adapted at our school, and our school improvement could be structured around that model. The decision was made by these 17 participants to work during the summer to determine if the model could be adapted. If so, we wished to introduce the concept to the remaining faculty. If the faculty approved, we would then present the concept to the support staff.

During the first week of August 1996, the core leaders, who were selected by the 17 participants, met with the principal to review the proposed school improvement model. The Five P committee chairs: Policy, People, Program, Process, and Place, discussed and ultimately approved a revised model. Every school improvement committee was placed in one of the Five P areas. We decided to proceed with faculty training during the preplanning week in August.

The concept was presented to the entire faculty during a morning session. After the presentation, time was provided for questions and concerns. A commitment was made by 100% of the faculty to pursue the model as the Tavares Middle School model for school improvement. Classified staff members were invited to participate in the school improvement process through the invitational model.

An overview of the model was also presented to the parents at the initial meeting of the Citizen's Advisory Council (CAC). This organization is an advisory group of parents who provide the school principal with input. The CAC applauded the efforts to initiate the Invitational Education model and the focus on school improvement. The CAC expressed a willingness to become involved in the process.

Consensus has been reached by all faculty,

staff, and the CAC of Tavares Middle School to adopt the Invitational Education model for school improvement. Initial meetings have begun. Staff members were encouraged to join the Five P committee in which they were most interested. In order to preserve the continuity of the work of the subcommittees, some members were asked to participate in a subcommittee they chaired the previous school year.

The 1996-1997 School Improvement Plan was reviewed and appropriate monitoring assignments were made to each Five P committee. Each committee has also identified other problems to address during the 1996-1997 school year. School Improvement is the focus of each problem. If a problem does not directly relate to school improvement, it is not considered by any committee. Every faculty member and all participating staff members have begun to focus on improving Tavares Middle School.

The model has been adopted and problem solving techniques of Quality Circles are being practiced by each committee. Even though it is early in development, some school improvement problems have already been identified and solved through the Five P model. A discipline plan was developed and presented to the faculty in August 1996 to tighten the area of consistency. All Five P committees routinely report their activities during regular faculty meetings which enhances communication.

The concept that has been adopted is flexible. As the needs of Tavares Middle School change, the model will be responsive to those needs. We wish the model to fit the school, rather than the school to fit the model.

Neurophilosophers Describe Aesthetics and Insights into Moral Development, Violence and Cultural Evolution

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Some critics point out that corporate advertisers on Madison Avenue keep abreast of all the new neuroscience developments for the purpose of transmitting *their* curriculum more effectively, while educators and teacher training programs are often illiterate about the organ of learning.

Our brains come with certain tendencies in the form of existent neural pathways, and they seek expression and linkages in the external environment for further expressions, connections and linkages. Our existing neurological networks actively reach out looking for similar external networks and patterns to communicate with. The brain seeks externally to confirm the patterns and designs of the internal brain. We seek that which we are.

The model for learning which emerges from these neurophilosophical insights is that learning is the development of new complex-associative entrainments and the further stimulation of these new relationships. The task for educators in this model is to introduce and invite as many and as varied experiences to children as possible in the effort to begin the forming of novel multiply-associative neural entrainments. Until the existing structure can be stimulated, or new neural entrainments can be begun, learning will be greatly impeded.

New connections and new learning cannot happen if no structure exists, that is, if the teaching misses the existing neural entrainments. Learning and teaching can only be in relation to existing structures. Previous structures are like hooks; if no hooks exist or if the educator tries to hang new knowledge with no connections to existing knowledge, there is no place for the new knowledge to hang, no neural entrainments can accommodate the new information. If learning is to occur, it must be in relation to previous learning. Isolated assertions, no matter how masterfully presented, of unrelated thoughts, or personally meaningless presentations are neurologically unfriendly and will not be maintained in our brain. The organ of learning demands rich connections of data if something is to be remembered.

Brains are already wired and epistemically hungry to find connections. Our students' brains are designed to detect patterns and complete partial cycles in chaotic environments. Students arrive in our classrooms with millions of years of evolution

in their skulls. They are neural marvels fully capable of sophisticated complex thinking, pattern detection and connection making. The task of the educator is to present problems and experiences which engage the connection making tendencies of the student. Boredom is the result of educators not presenting complex enough material and material that does not connect to the existing patterns of the learner. Education is most efficient when the student is invited to connect to the material in some manner.

The things which developed in our brains to increase our survivability by the carrying of information were: memory, language, rhythm, rhyme, representation, tune, sequence, balance, classification, categorizations, syntactical organization, symbol, metaphor, story, drama, debate, imagination, story and myth, musical meter, tempo and rhythm, pattern recognition, dance, physical nurturing, massage, and therapeutic manipulation and sexual pleasure, to name a few. These items are the latent entrainments in each skull. These are the main sensitivities in our brains which make us special, transmit culture, solve problems and make life meaningful and livable. In short, these natural, pre-existing -- though latent -- neural entrainments which we have each inherited in our skull are *understandings of beauty and aesthetic sensitivities*.

To trigger these magnificent inheritances of aesthetic meaning making and problem solving in our children's skulls, it is imperative that these genetically encoded intelligences and neural pathways be triggered in youth. Environments void of rich connections, challenging language and aesthetic play lands with "meter and rhyme in poetry, representation in the visual arts and tonality in music" serve to frustrate children's coming into the world and de-educate their natural inheritances (Turner, p. 183). A curriculum excessive in linear thought, such as math, science, logic and grammar drills, is "deeply alien to the human brain and to any living organism" (p. 186). Turner says that among these aesthetic and language skills are moral capacities, the ability to see another's point of view.

One is reminded of Kohlberg's stages of moral development and his assertion that many adults never achieve the "postconventional morality stage," where people act out of democratically derived social contracts and universal ethical principles. If we add the insights of neurophilosophers to Kohlberg's schema, the suggestion is that people never achieve post-conventional morality because they have not had their most innate neural entrainments of complex language triggered in their youth. One cannot have moral inclinations, human compassion, or see another's point of view if one is unable to access complex language. Morality and multi-perspectival abilities need to be triggered by the culture.

The implications presented by the neurophilosophers are clear: A child's curriculum characterized by fixed external answers which are not to be questioned, rote memorization, and linear logic *is not* more facilitating of a youth's ability to grow as a problem solver skilled in seeing patterns and resolving conflicts. A curriculum characterized by the vastness of possibilities presented on a blank canvas, or on a piano's keyboard, or in personal stories created by the students far exceeds, in mental stimulation and neural similarity, the possibilities presented in the narrowing exercises which characterize many of our current curricula.

Perhaps the father of violence is our competitive school environment coupled with the alienating and deadening math and science curricula which go against the grain of our children's sensibilties. Perhaps unwitting teachers who push it are the mothers of violence. Our violent students are just the natural offspring of unnatural acts of education. Perhaps instead of looking in children's pockets for knives, we should inspect the curriculum which fosters the competition, domination, alienation, devaluation, linearity, and thus the violence. We are a culture which has broken with our traditions of aesthetics and beauty; these inheritances have been eclipsed by linear and pragmatic sciences and technologies. We are largely a culture bereft of a sense of beauty and connection, and we suffer greatly because of it.

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The Dynamics of Collaborative Teaching

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The session outlined a process for elementary classroom and resource teachers to initiate and maintain successful teacher collaborations based upon the work of John Gardner, William Purkey, Stephen Covey and the presenter, Denise Perritt.

The rationale for this presentation was based upon providing the most efficient and effective instruction to students. When teachers collaborate, either within the regular classroom or in a pull-out/resource model, instruction is enhanced.

This session primarily combined John Gardner's characteristics of effective leaders, William Purkey's invitational theory, Stephen Covey's seven habits of highly effective people, and the presenter's experience to outline a process for initiating and maintaining successful teacher collaborations.

Secondary research is based on the presenter's planning observations which establish a strong positive correlation between planning time and successful collaborations; and, the results of the Service Integration Project's Final Report on Collaboration (1977) which state that successful collaborations include self-awareness, shared goals, a commitment to establish continuing relationships, and shared decision making.

Collaboration takes many forms and shapes. Different levels of collaboration dictate different methods. Regardless of the level of collaboration, it must have the following ingredients:

- A shared goal - A goal which two or more people share in common with one another.
- A commitment to collaborate - All persons involved in the shared goal must be totally committed to seeking a process that will provide the best and most efficient structure for service delivery.
- Available resources - Each participant in the collaborative process must have resources which will contribute to the delivery of services. In addition, there must be a willingness to invest in these resources.
- Shared decision making and leadership - All participants must be willing to contribute to the process and accept responsibility for decisions and student achievement.

Each type of collaboration should include the following general steps:

1. Self-awareness - Each individual should be aware of his/her own resources, commitment, goals and activities.

2. Sharing ideas - Each participant brings a unique perspective to the collaborative process. Collaboration brainstorming helps stimulate the involvement of all members.

3. Planning - Common goals are developed based on resources, needs, and previous collaborative experiences. The planning phase is the heart of the collaborative process and should involve written plans for implementing the collaborative process.

4. Establishing continuing relationships - The collaborative process generates a mechanism for permanent cooperation and coordination. Collaboration promotes a mechanism for the delivery of comprehensive services in an increasingly complex society (Fabrizio & Sanford, 1977).

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Rapid Response: Invitational Education on the Internet

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When schools look at themselves with an eye on change two questions are always asked: "How can I get answers to my questions?" and "Who can help us?" To meet the need for rapid information and to network schools toether, the International Alliance for Invitational Education (IAIE) is sponsoring a series of internet initiatives to assist its membership and others interested in invitational education. This document discusses the Internet World Wide Web site and the electronic mail service.

The Alliance on the World Wide Web

IAIE distributes information electronically through its World Wide Web sit operated by Dan Shaw of Nova Southeastern University. Using a web browser, enter the following address:

http //www uncg edu/ced/iaie01 htm
(be sure the 01 is "zero, one")

The website provides copious information on the Alliance including an Alliance history, contacts for membership and member services, and articles to orient readers to the fundamentals of Invitational Education. Websites are fluid and can easily be customized to the needs of users. Currently visitors can read the *Forum* newsletter including back issues as well as retrieving Powerpoint presentations for workshops on invitational education. Information regarding Alliance activities and projects such as the Inviting School Program Award and Alliance conferences are easily retrieved from the site. Connections to the site's webmaster also permit visitors to make suggestions and requests for information and services in future updates of the web site.

The Alliance on Electronic Mail

To help IAIE members and friends to communicate rapidly, a "list service" or listserve has been created that permits a single request for information to go to hundreds of IAIE members worldwide. A listserve is an electronic mailing list (E-mail) that permits you to communicate with IAIE leadership, membership, and interested parties directly through your computer.

Imagine a telephone message forwarding service that would allow you to call a single person but send messages to hundreds. Or even more powerful, a service that would deliver a sticky note with text, pictures, voice messages, and video and stick it on the "refrigerator" of all your friends, but only have to send it once. A listserve allows you to write a message or ask a question once and forward it to all the members of the group. What is very special about the list is that it contains many people you know, but even more that you do not know. Thus, seeking information from the listserve allows you to ask for information and advice from a much larger population than would ordinarily be available to you. The biggest benefit is that everyone on the list wants to help you because they have similar interests and have experienced similar concerns.

An example might illustrate the use of the list. Consider that your school is having difficulty climbing the Invitational Helix. You could ask IAIE members and friends a question regarding the best way to overcome the barrier involved in implementing the Inviting Helix model. Members could then send the information to you privately or to all the members of the group. Someone could even send you a PowerPoint slideshow, pictures, tables, or articles attached to their reply. You can download these attachments and use them for your school or for a presentation or paper.

To join the IAIE list you need only a

computer and an E-mail account that you may have through your school or America Online or other service. You can join even if you are not an IAIE member. The list is an excellent way to become more informed and involved in IAIE events. The invitational education list is called *InvitEd* and operates on computer services provided by the National SuperComputing Center for Energy and the Environment (NSCEE) at the University of Nevada Las Vegas. There is no cost to subscribers because the NSCEE absorbs all operating costs. Dr. Phil Riner, an Associate Professor in the College of Education at UNLV serves as the listmaster and host for *InvitEd*. You may reach him via an email message to *riner@nevada.edu*

What do I need to join the list? All you need is an E-mail account that supports Internet E-mail connections. America Online, Prodigy, Compuserve, university and school accounts, and other providers are supported. School district sites like TENET and INTERACT all are supported via the Internet. If you can send and receive E-mail, you can usually get and send messages from *InvitEd*.

How do I join the list? You can contact Phil Riner at *riner@nevada.edu* or you may also subscribe automatically by sending an E-mail message directly to

majordomo@nye nscee edu

Do not include anything in the "Subject " area and put the following in the message area.

subscribe invited *yourname@your address*
end

Where yourname@youraddress is your exact E-mail address, "Majordomo" will automatically put you on the list and send you a welcome message with more information from the list's host. You can unsubscribe at any time by sending the same message only replacing *subscribe* with *unsubscribe*.

What are the possibilities for InvitEd? With *InvitEd* you can share your ideas, experiences, issues, and questions with the founders, the "long marchers" and the newcomers. You can get advice from the experts, or, if you are an expert, you can try out your ideas with the novices.

Periodically, special short articles are sent by thoughful members that illuminate and encourage. But most importantly you can share ideas, learn more about invitational education, get timely answers or advice on nagging problems, and learn more about IAIE members.

Remember, You're InvitEd. Do Come and Join Us.

Inviting Friendship: An Antidote to Conflict

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This study investigated whether middle grade students could learn invitational concepts and apply them in making friendships. Two fifth grade classes were invited to participate in a study using *Inviting Friendship* (Schmidt, 1996), a revision of an earlier book (Schmidt, 1988). This revision added activities, lessons, and stories to use with students.

The study asked four questions:

1. Would middle grade students be receptive to invitational concepts?
2. Would students' perceptions change as a result of being introduced to invitational concepts?
3. Would teachers perceive the material as a valuable resource for integrating guidance into the classroom?
4. Would teachers indicate any behavior change for students participating in this study?

Method

Procedures

Two fifth grade teachers at different schools completed the study with their students. Each received a "pre-publication edition" of *Inviting Friendship* (Schmidt, 1996), a nine-chapter book

about making friends by using the ideas of invitational theory (Purkey & Novak, 1996). Their two classes received sufficient copies of the book for students to share in pairs. In addition, each teacher received a journal article that described the basic elements of invitational theory (Purkey, 1992).

The teachers administered a pre-test instrument to their classes and administered the same questionnaire at the end of the program. Students also completed a second questionnaire about the book, as did the two teachers. No schedule was given to the teachers except to complete the lessons in the book and the questionnaires before the end of the school year.

Subjects

Both classes of fifth grade students were heterogeneous groups in two rural schools of a southeastern school system. A total of 38 students finished the study, and of those 35 had pre- and post-test instruments that were sufficiently complete to include in the analyses. Of this group, 37% were girls and 53% were boys. The county where the study was conducted is mostly rural with the exception of a small city of 60,000 that is also home to a state university.

Material

The instructional material for the study consisted of a nine-chapter book, *Inviting Friendship* (Schmidt, 1996), which includes these topics: Friendship; Becoming Friends; Invitations and Intentions; Four Levels of Inviting and Disinviting; Your Self; The Process of Inviting; Sending and Not Sending; Choosing Positive Behaviors; Inviting Yourself. Each chapter contains stories, activities, and lessons about friendship.

Instruments

Three questionnaires were developed to gather data for this study. Two were surveys of students and the teachers designed to assess their reactions to the instructional material.

The students' survey consisted of ten statements to be rated by students on a 3-point scale and four unfinished statements about the book. The rated statements asked students about reactions to the book and whether reading the book had helped them know themselves and make better friends. The unfinished statements solicited students' suggestions for improving the book. The teachers' questionnaire also consisted of ten rated statements and four unfinished statements.

A third instrument was used to gather pre- and post-test data on students' perceptions about behaviors towards themselves and others. This instrument was adapted from the *Inviting-Disinviting Index* (IDI) developed by Wiemer and Purkey (1994) "to measure the degree of inviting and disinviting behavior addressed to oneself and others" (p. 26). The IDI consists of two sets of ten parallel statements, and each pair of statements is worded the same except for alternating self-other references. Each list of parallel statements contains five inviting and five disinviting statements. In responding to the 20 items of the IDI, subjects are instructed to use a 7-point scale accordingly: (1) Always, (2) Very often, (3) Often, (4) Occasionally, (5) Seldom, (6) Very Seldom, and (7) Never.

The adaptation of the IDI in this study used all 20 items and the same 7-point scale, but adjusted vocabulary to suit middle grade students. As a result, four items were changed on the IDI to make it suitable for this study.

Results

Students and teachers in this study indicated mostly favorable responses to items about using the invitational approach to learn about friendship and about the book, *Inviting Friendship*. Some concern was noted regarding difficult vocabulary in the book. Both teachers indicated that they had noticed some positive change in students" since participating in the study.

T-test analyses on pre-test and post-test IDI scores showed that while no significant differences were found on three of the scales (IS, DS, and DO), there was a statistically significant difference

between students' scores on the IO scale (Table I). The results indicate that students perceived themselves using more inviting behaviors towards others after they completed the *Inviting Friendship* lessons.

TABLE I

Comparison of students' IDI scores before and after the Inviting Friendship program

Scale	Pre-test		Post-test		
	Mean Scores*	S.D.	Mean Scores*	S.D.	t
Inviting Self (IS)	11.74	3.83	10.37	3.78	1.938
Inviting Others (IO)	15.43	5.20	11.86	3.47	4.4679
Disinviting Self (DS)	18.71	5.23	19.37	6.74	0.709
Disinviting Others (DO)	21.86	5.40	22.49	5.92	0.532

* The lower the mean score, the more frequently a behavior occurs.

† ($p < .001$, $df = 34$)

Limitations

Limitations of this study include a lack of random sampling of selected participants, no control group, and an absence of uniform procedures for the two classes. Furthermore, all the participating students came from the same rural school system. As a result, generalization of findings to broader populations is unlikely. The instruments used in this study also limit the impac of its findings and the conclusions drawn.

Discussion

In this study, participating students were receptive to the invitational approach. In addition, the two teachers who led the class guidance lessons gave a favorable review to the book used in the study. Some criticism of vocabulary level was noted, but in spite of this finding, the students and teachers gave positive ratings and comments about *Inviting Friendship* (Schmidt, 1996).

Analysis of pre- and post-test scores on the adapted IDI indicated that participation in the friendship program may have had a positive effect on students' perceptions. There was a significant difference in students' perceptions of inviting others in a direction that showed students perceiving themselves as using more positive behaviors towards others ($p < .001$). Both teachers indicated they had observed some positive behavior change.

This study offered some evidence that integrating friendship lessons into the curriculum may have benefits. In particular, the invitational model may have promise as an approach to help students use positive behaviors in building friendships. These preliminary findings are encouraging and invite further research to investigate the efficacy of the invitational model.

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Singing in the Rain: Looking at the Bright Side of Education

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The classic movie Singin' in the Rain (1952) has some valuable concepts for us as we progress through life. At a time when everything had gone wrong for Gene Kelly, he found himself very depressed and with no hope in sight. Thanks to his friend, Donald O'Connor, who never gave up on the possibilities for success, a vision was given for Gene and an idea that would solve his problem. After that, a kiss and a bit of love expressed to Gene by Debbie Reynolds, and the world went from gloom to sunshine. To express his new-found feelings of success and love, we have the classic song and dance scene in the pouring rain.

Throughout life it's good to remember that the "glass is half-full even when it's half-empty." I'm reminded of the boy who swung his bat at the ball as he pitched the ball into the air and missed hitting it on all three occasions. As the father watched his son and felt very sorry for him, the boy looked at his dad and said, "Wow! I'm going to be

a great pitcher when I grow up."

Our lives need help from others as time goes on, but sometimes that help doesn't come and we need to depend on our "best friend" (or enemy!) - ourself! Lee Schnebly, in her book, Out of Apples (1984), cites how she was the world's worst driver when it came to making a left-hand turn on the highway. She had poor depth perception and was afraid to make the turn until there were no cars coming toward her from the other direction. Needless to say, she would have a number of cars in back of her waiting impatiently for her to hurry up and make the left-hand turn. When some hit their horn, Lee immediately felt up-tight and embarrassed. She has now changed her negative thoughts because she realized it was only *her thinking* what they were saying that brought on the negative feelings. Now when she hears the horns blasting in back of her, she says to heself, "My, isn't it nice that someone wants others to see what a safe driver I am." Eleanor Roosevelt once said, "No one can make you feel inferior without your consent." Furthermore, V. Collins went on to say, "It's not the situation that makes you sad or glad, it's *your reaction* to the situation that makes you sad or glad."

We should remind ourselves that we need to be personally inviting with ourselves if we're going to be successful in the long run (Purkey & Novak, 1984). Lee Schnebly (Out of Apples, 1984) told how at the rather young age of about 38 she had a nervous breakdown that forced her to get treatment at a hospital for one week. At the conclusion of her hospital stay, she was advised to seek psychological help. She told her therapist she should be the happiest woman in the world because of her wonderful, and certainly on the surface, happy lifestyle. Although she should have been a very satisfied woman in life, she had grown to be very depressed. The therapist had a rather unique solution for her depression - fill your apple barrel! He explained how we go throughout life always doing things for others, but not taking time to do something nice for ourself. In the case of Lee she didn't take time out to read a favorite novel because she always found or felt there was work to be done around the house, such as dusting, doing the laundry, or getting a meal ready for the family. As long as she was doing the "extras" for others it was like giving away apples from her barrel. Since the analogy had the barrel filled to the top at birth and that we give apples away when we neglected doing things for ourself, it was obvious the solution was to fill our barrel back up by being personally inviting with ourself. Some ways to fill our apple barrel would be to go shopping, go hiking or biking.

Anyone can sing in the sunshine, but it takes a special person to sing in the rain. If we can have a vision, some love in our life, and keep our barrel full, we could accompany Gene Kelly by singing and dancing our way through the storms of life.

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Sneads Elementary School: An Inviting Place, A School Without Fear

Susan Tucker
Sneads Elementary School, Florida

Sneads Elementary School, formerly Lillie Banks School, is a small rural school nestled in east Jackson County, Florida, with a population of 525 students in grades Pre-K - 5th. We have developed into a "community school." Collectively, members of the community, businesses, parents, faculty and staff of our school have established a School Advisory Council which has transformed the structure of our school. Many initiatives have been implemented. Writing to Read Lab, Josten's Computer Lab, Retrofit for Technology, Positive Action Program, Service-Learning Projects, Science Method Initiatives, Open Court Reading, Rubric Scoring in each classroom, Jr. Police, Character Development, and I-C Program. We are bound together with a common goal: to provide the best

possible education for our students by implementing positive methods. An open-door policy has been established, and our school has become a very inviting climate.

Teacher "burnout" is a problem we all face. Several initiatives have been implemented to ensure this does not happen: money for teacher attendance days, special recognition days, breakfast and lunch treats, birthday recognition and treats, incentive rewards from the principal. Local businesses have become partners in educating our students by providing services such as teaching classes, funding incentive programs for students and staff alike, paying teacher tuition for educational classes, sponsoring programs such as science fairs, science experiments and providing money to needy children. We have bonded into a productive cohesive unit. We are dedicated to meeting the needs of our students to ensure they realize their full potential and maximize their academic achievement while targeting at-risk youth. A strong pre-teaching, post-teaching component for at-risk youth has been implemented. Also Early Prevention of School Failure has been implemented for Pre-K, kindergarten and 1st grade students.

Sneads Elementary School has its "vital signs" taken each year. The purpose of this report is to provide relevant indicators by which to gauge a school's progress toward attainment of state goals. Vital signs summarize information about school achievement, learning environment, and student characteristics. The school was identified by the Department of Education in this report to be a high performing school. Academic indicators reported Sneads Elementary 56% above the median in reading, 94% above the median in math, and 71% scored a 3 and above on the Florida Writes. The Comprehensive Tests of Basic Skills (C.T.B.S.) results reveal that each grade at Sneads Elementary School scored above the district average, as well as above the national norm, in reading and math. A tabulation of the C.T.B.S. Test scores of Chapter I students' performance in math revealed Sneads Elementary School had made the greatest gains in math statewide. The Florida School Report Card reveals Sneads Elementary School's fourth grade students scored above the district and state averages. Sneads Elementary School's 4th grade writing scores were the highest in the county.

What makes Sneads Elementary School so successful? The answer is simple--we possess an inviting school climate, a climate where education is viewed as cooperative and collaborative. A climate where strong community involvement is vital to the process. Strong leadership is evident--the principal is very visionary. She has a vision, a vision of tapping into the positive potential of staff, students and community. This vision governs the mission which serves to direct the energies of our school. A clear plan of action has been established jointly by all shareholders. High expectations for all students to perform to their expectancy level are valued by each stakeholder. A committed faculty and staff share the vision and go above and beyond the call of duty to meet the needs of their children and the community. Sneads Elementary School is an Inviting Place. Sneads Elementary School and Community welcomes you ...

The International Alliance for Invitational Education

The International Alliance for Invitational Education is chartered by the State of North Carolina as a not-for-profit organization. Members consist of an international network of professional helpers who seek to apply the concepts of invitational education to their personal and professional lives. Invitational education is an ethical theory of practice that is centered on five propositions:

1. People are able, valuable, and responsible, and should be treated accordingly.
2. Education should be a cooperative activity.
3. Process is as important as product.
4. People possess untapped potential in all areas of worthwhile human endeavor.
5. Potential can best be realized by places, policies, processes, and programs specifically designed to invite development, and by people who are intentionally inviting with themselves and others, personally and professionally.

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